

# Developing Arizona's State Systemic Improvement Plan (SSIP)

Improving outcomes for all students



# Results-Driven Accountability

## RDA

- o A federal and state effort to shift the focus from primarily legal compliance to improving academic results for students with disabilities
- o Emphasizes:
  - o Closing the academic achievement gap between students with and without disabilities
  - o Student outcomes
    - o Performance on assessments
    - o Graduation rates
    - o Early childhood outcomes





# Why Shift?

- o Although the level of compliance with IDEA timelines and procedures is high and has been maintained at a high level for many years . . . academic outcomes for students with disabilities has remained stagnant, thereby widening the instructional gap.

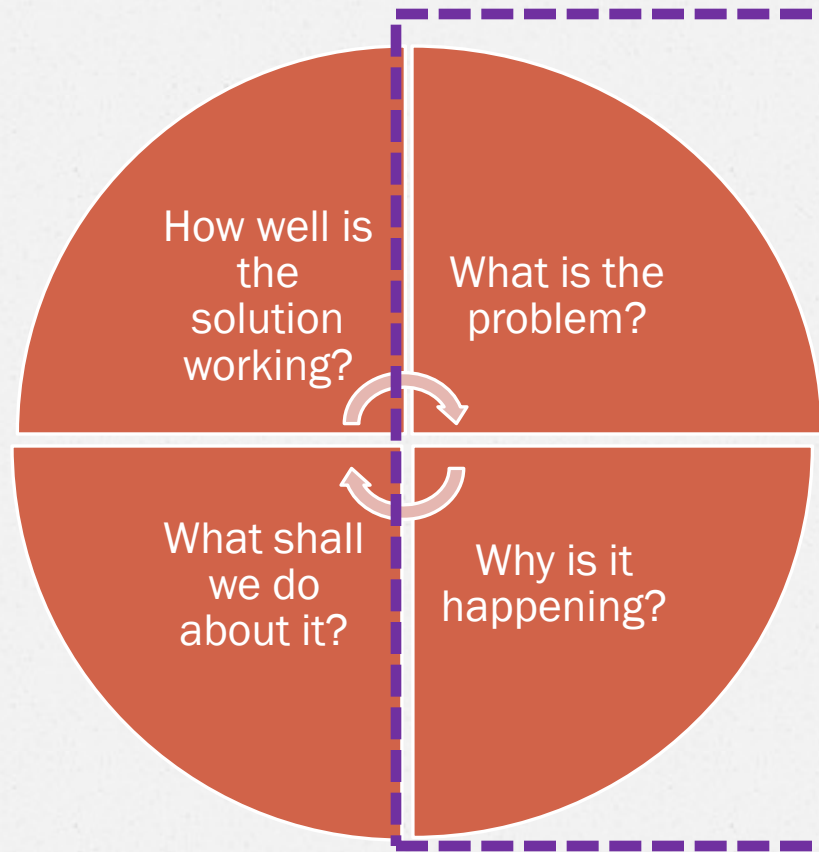


# The Basics of RDA

- o RDA begins with a premise—the **results** we want to achieve need to drive the **actions** we take.
- o Arizona needs to ask:
  - o What **improved results** for children with disabilities do we want to achieve?
  - o What **actions** must we take to achieve those results?
- o The answers to these questions become our State Systemic Improvement Plan (SSIP)



# SSIP Basic Framework





# Data Reviewed

SAIS  
service code  
Race/ethnicity  
Teacher and Administrator Retention  
DISABILITY CATEGORY  
AIMS  
proficiency  
Dropout rate  
Graduation rate  
NAEP  
Attendance rate  
Grade level  
AIMS  
proficiency  
student growth



# Arizona's Data Reality

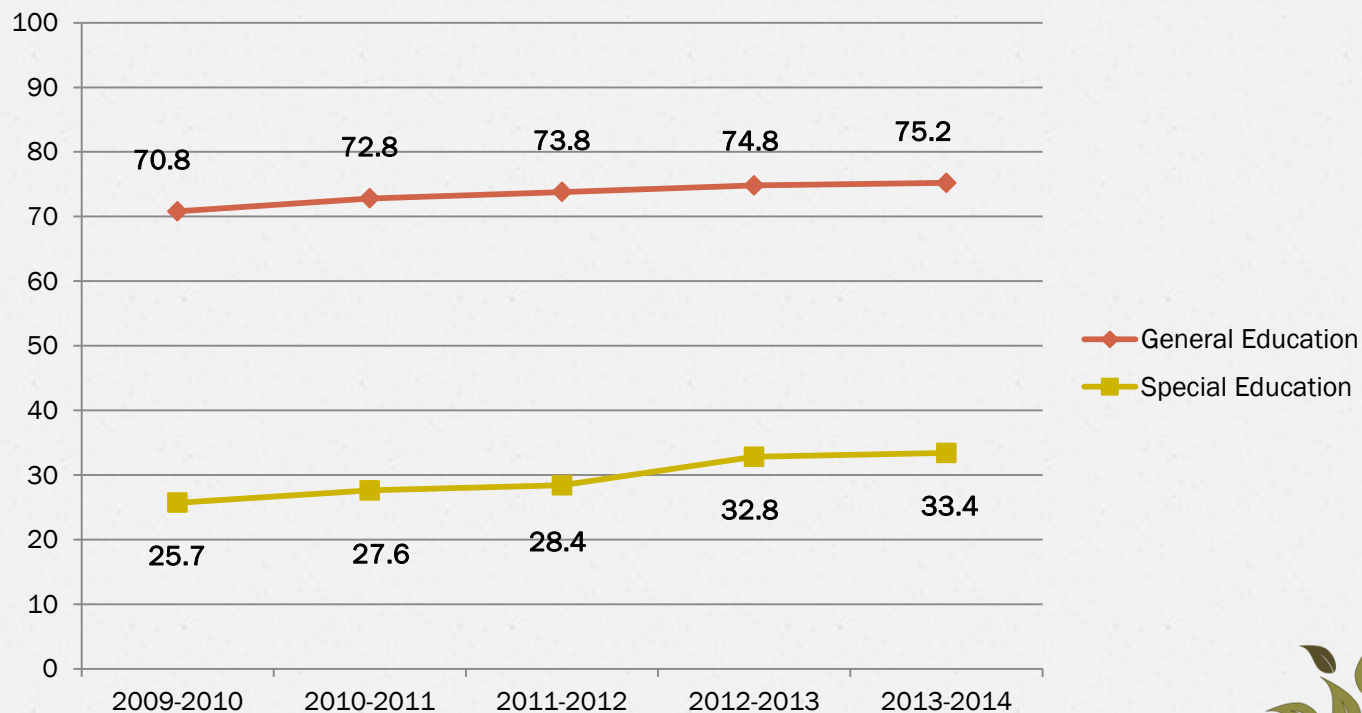
- o 38% of students with a disability do not graduate from high school
- o 28% of students with a disability drop out of high school
- o 66% of students with a disability do not meet the standards





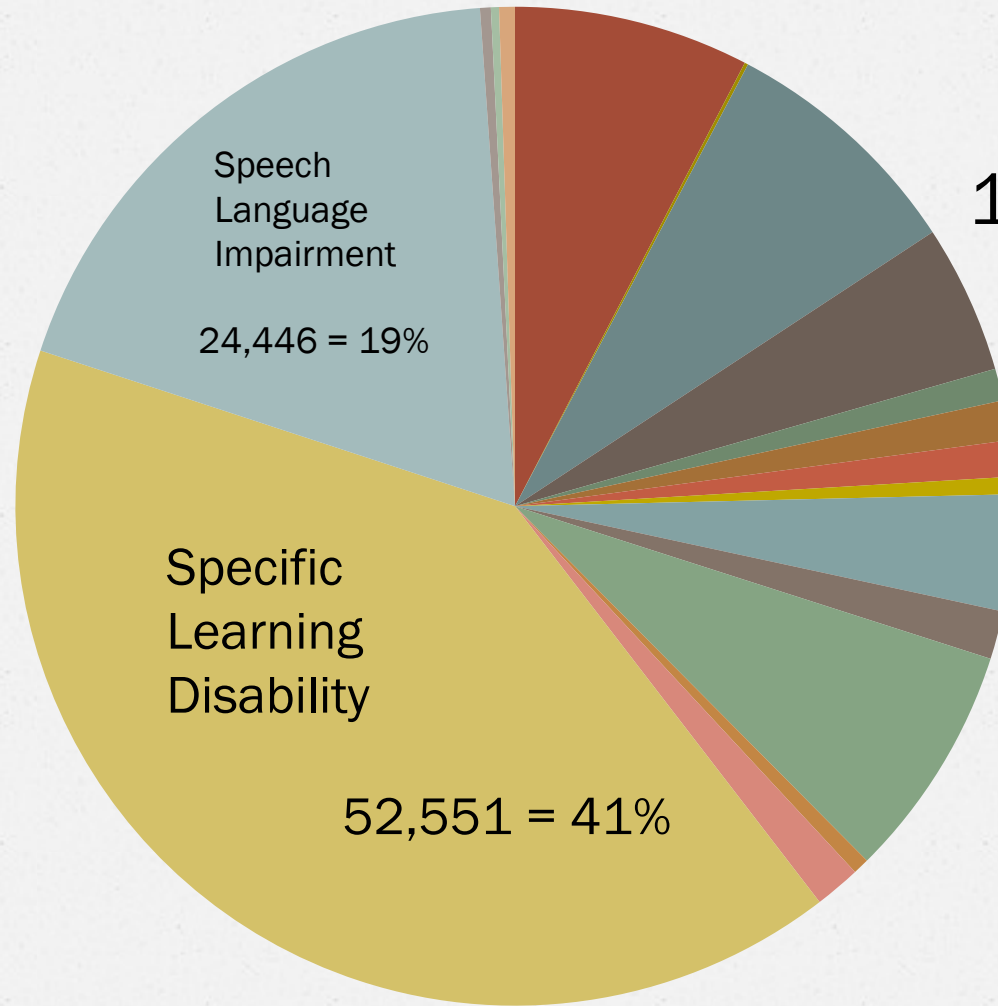
# Arizona's Assessment Data

## Overall Proficiency





## 2013 – 2014 Student Count by Disability Category



Total  
129,801



# Arizona's Data Summary

## 2013 – 2014

- Of the students with disabilities grades 3 – 12 who took AIMS Reading:
  - 72% of the students with a specific learning disability are not proficient in reading
  - 32% of the students with a speech language impairment are not proficient in reading





# National Comparison

## The National Assessment of Educational Progress (NAEP)

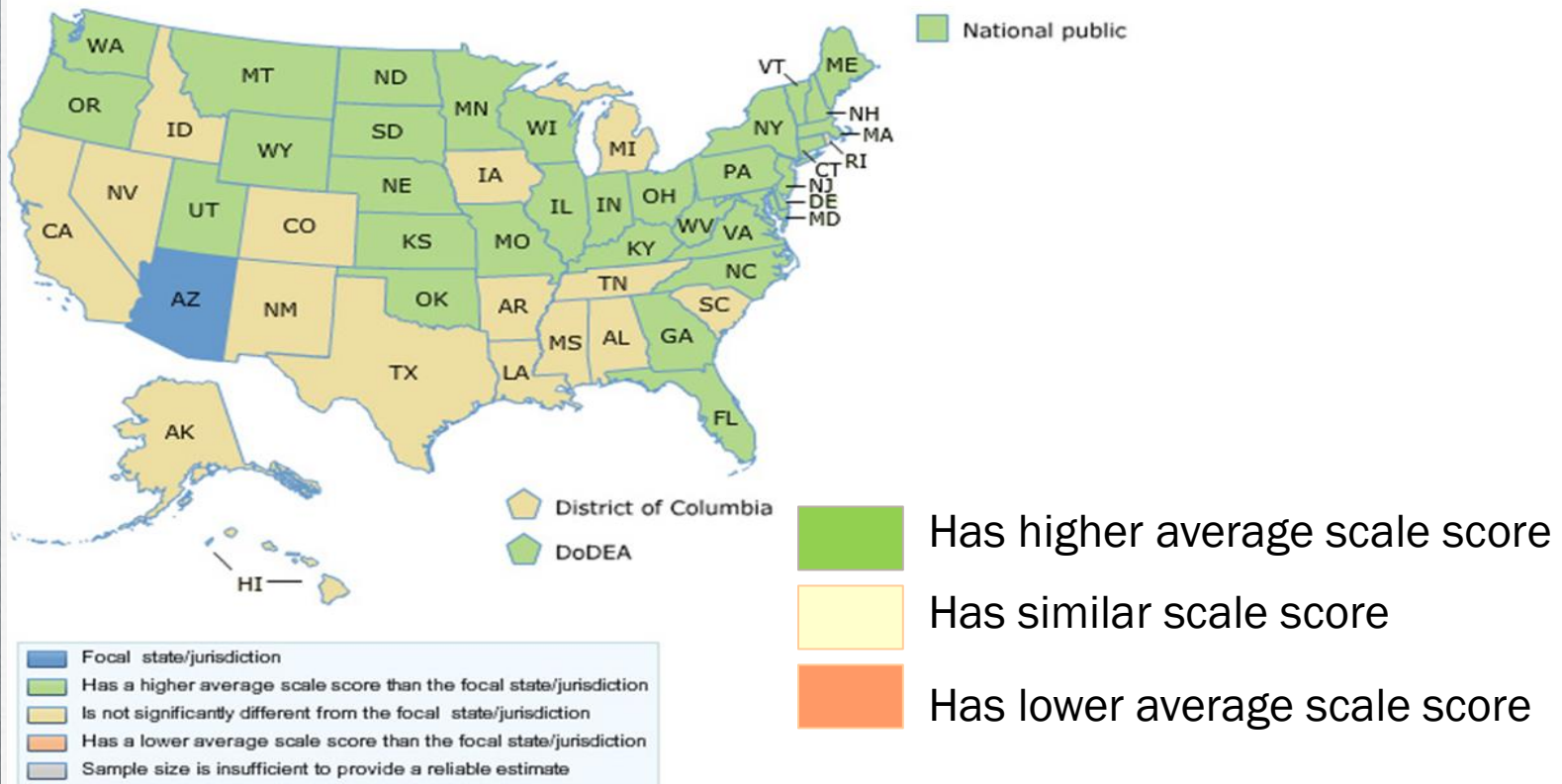
- o Provides a common measure of student achievement across the country
- o Scores are used by the Office of Special Education programs for RDA



# 4th Grade Reading NAEP 2013 AZ SWD Compared to States and National

Reading, grade 4

Difference in average scale scores between jurisdictions, for disability status of student, excluding those with 504 plan [IEP2009] = SD 2013



NOTE: DoDEA=Department of Defense Education Activity (overseas and domestic schools).

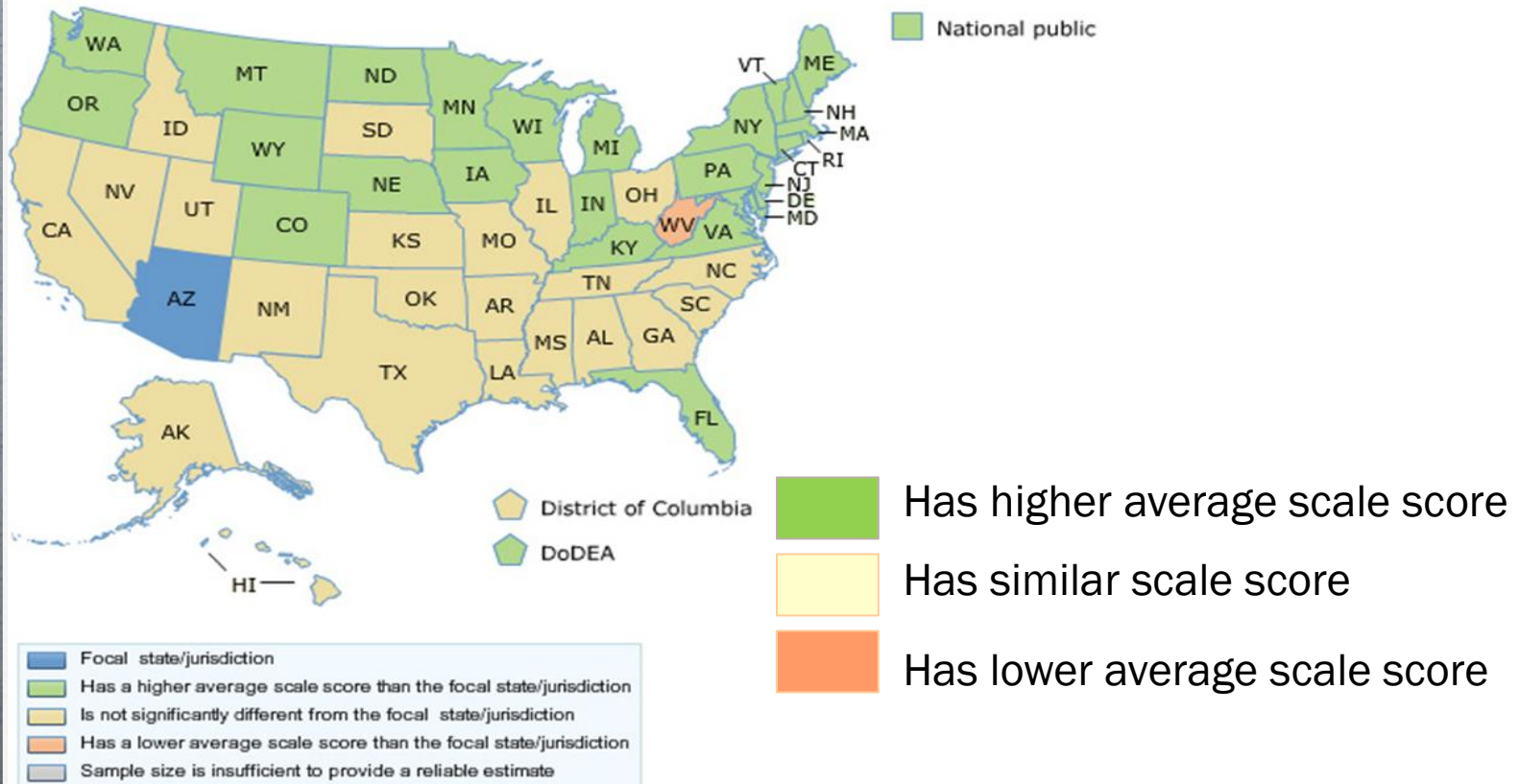
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.



# 8th Grade Reading NAEP 2013 AZ SWD Compared to States and National

Reading, grade 8

Difference in average scale scores between jurisdictions, for disability status of student, excluding those with 504 plan [IEP2009] = SD 2013



NOTE: DoDEA=Department of Defense Education Activity (overseas and domestic schools).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

# State Identified Measurable Result SIMR

- o A goal created by the State to measure student results

## **Arizona's SIMR:**

Improve student outcomes in reading for  
students with disabilities





# Focus Group Question

- o As we move forward with the State Identified Measurable Result (SIMR), what will the state need to consider?

SIMR = Improve student outcomes in reading for students with disabilities.



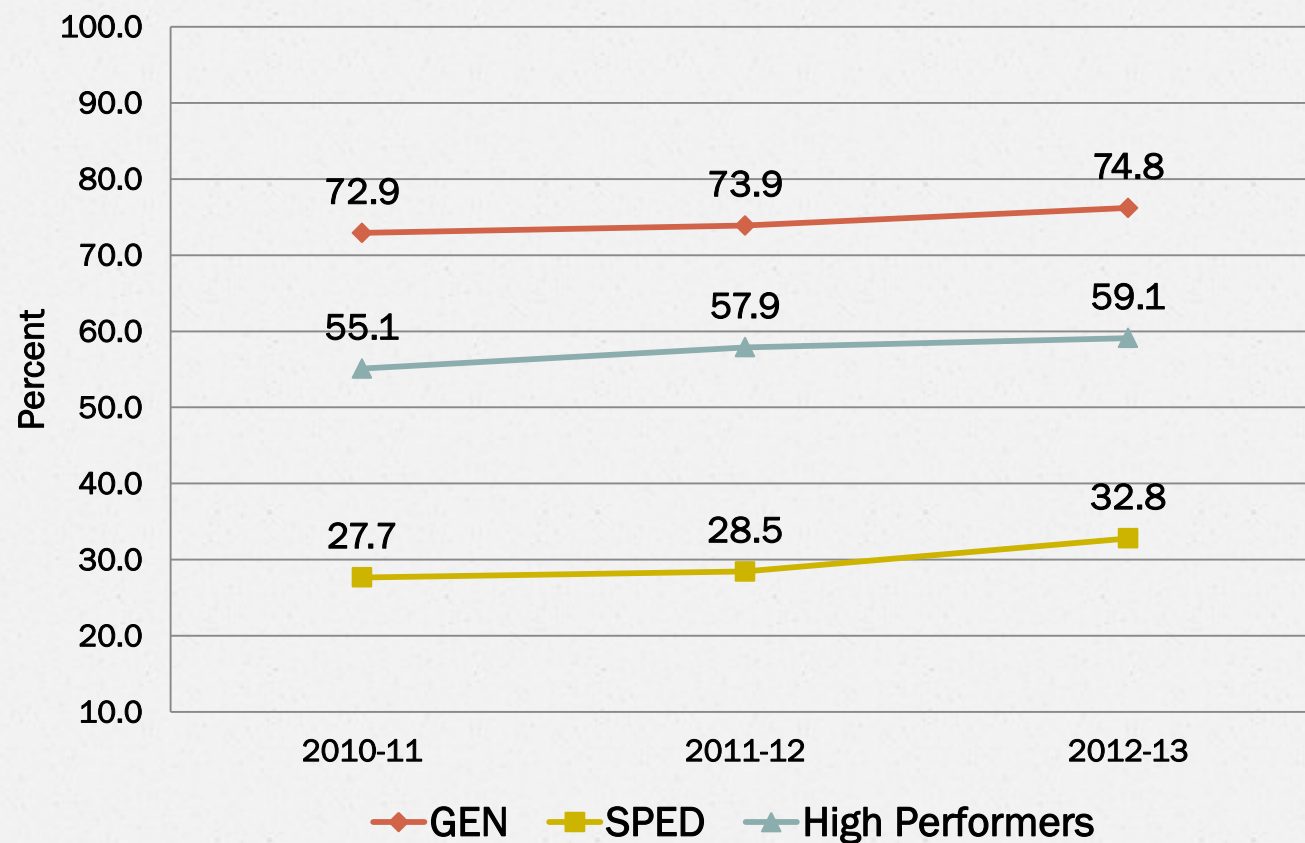
# Is anyone doing well?

- o Exceptional Student Services (ESS) examined three years of state testing data to identify districts and charters that demonstrated continual academic successes for students with disabilities
- o ESS directors visited those districts and charters to gather additional data about student performance





## Arizona Assessment Data Overall Proficiency



# Top Six Trends

1. School culture is one of high expectations for ALL students; student-first mentality.
2. Highly effective teaching strategies are utilized in the general education classroom.
3. Data is collected often and drives decision making.
4. Students are provided with reteach and enrichment activities based upon analysis of data.
5. Students with disabilities receive core instruction in the general education classroom.
6. Effective leadership.





# Examining How We Work



# ESS Reality

Prior to RDA	Future with RDA
Compliance only focus	Balanced focus of compliance and results
Viewed as punitive by LEAs	Supportive/collaborative relationship with LEAs
Heavy emphasis on support for meeting compliance	Emphasis on supports for building the LEA's capacity to improve student outcomes
ADE units working in isolation	ADE Units work collaboratively to reduce the burden on LEAs



# ESS Mission and Vision

- o Mission – is to provide high quality service that builds capacity to improve outcomes for all students.
- o Vision – all students, including students with a disability, are well prepared for the next step, whether that is college, technical/trade school, career, job, or other means of engagement.



# Focus Group Questions

- o What assistance and supports would you need in order to achieve our SIMR?

SIMR = Improve student outcomes in reading for students with disabilities.





# Focus Group Questions

o How can ADE/ESS build the capacity of all LEAs to implement the six system trends?

1. School culture is one of high expectations for ALL students; student-first mentality.
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# THANK YOU!

Please take a moment to take a survey to give us feedback on your responses for our SSIP Focus Group Questions.

<http://ess.fluids-surveys.com/surveys/ess/ssip-focus-group-questions/>

Or communicate via

Email: [SSIPinbox@azed.gov](mailto:SSIPinbox@azed.gov)

